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ABSTRACT

One of seven multicultural, nonsexist activity guides related to language arts, this guide offers a variety of teacher-developed activities for instruction in creative writing. The activities, which are presented in ascending order of grade level from kindergarten through sixth grade, are designed to develop creative writing skills while exploring themes related to multicultural awareness, ethnic stereotypes, sex roles, and sex stereotypes. Listed for each activity are: skill area (usually creative writing), grade level, group size, time allotment, objective/purpose, materials needed, description of activity, directions, and evaluation. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

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MULTICULTURAL, NONSEXIST TEACHING STRATEGIES

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CREATIVE WRITING

(k-6)

CS208 315

AREA EDUCATION AGENCY 7

Cedar Falls, Iowa

Document title: Multicultural, Nonsexist Teaching Strategies: Creative Writing (K-6).

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INTRODUCTION

The implementation of Multicultural Nonsexist (MC,NS) education which was mandated in Iowa by House File 254 has been a challenge to all educators in the state. Although Iowa teachers have increased their awareness level regarding the need for MC,NS education, there remains an obvious lack of concrete strategies and suggestions to implement a MC,NS program in all content areas.

Since the inception in 1978, the AEA-7 Teacher Center has focused on MC,NS education as one of its major goal areas. Several efforts have been made to involve teachers in the development of MC,NS workshops and materials. This booklet, developed by a group of fourteen elementary teachers in Cedar Falls, Iowa, is one such effort.

This resource is divided into the seven Language Arts skill areas of Creative Writing, Grammar, Listening Skills, Literature, Oral Language, Punctuation and Capitalization, and References. Each skill area is color coded and offers a variety of concrete suggestions for MC,NS lessons for Kindergarten through sixth grade.

It is with great pleasure that the AEA-7 Teacher Center and the State Teacher Center Office make this booklet available to school districts and teachers throughout Iowa. We wish to thank the developers and project coordinators for their contributions to this booklet and hope it is utilized extensively in the implementation of a successful Multicultural, Nonsexist Language Arts Program in Iowa.

MALE/FEMALE ROLES & FAMILY ROLES

Skill Area: Creative Writing
Grade Level: Kindergarten
Group Size: Class
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

The student will assist in dictating an invitation to a worker or someone of another ethnic group to visit school and share their experiences with them.

MATERIALS NEEDED

Paper

DESCRIPTION OF ACTIVITY

Invitation

DIRECTIONS

Invite parents to share their occupations with your class. Choose males and females in non-stereotyped job roles first.

Invite other nationalities to share ways they are like us and things that are special to them.

EVALUATION

Teacher evaluates.

MALE/FEMALE ROLES

Skill Area: Creative Writing
Grade Level: Kindergarten
Group Size: Class
Time Allotment: 15-20 min.

OBJECTIVE/PURPOSE

The student will contribute the name of a worker to a group poem and gain awareness of choices available to them.

MATERIALS NEEDED

Chart paper

DESCRIPTION OF ACTIVITY

Original group poem.

DIRECTIONS

Write a group poem entitled "When I Grow Up". Begin the poem with: When I grow up, I'd like to be . . . .
Each student then contributes a line by identifying a worker and something he/she does. eg. a painter and paint houses, an acrobat and do cartwheels, an astronaut and fly to the moon.

EVALUATION

Did the student add a line to the poem? Did the students understand both sexes are able to do jobs?

ETHNIC GROUP/CHINESE

Skill Area: Writing
Grade Level: Kindergarten
Group Size: 17-25
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

The student will design their own Chinese good luck banner.

MATERIALS NEEDED

Black crayons, black paint or black magic markers, red paper cut like a banner, paint brushes if paint is used.

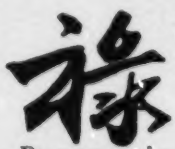
DESCRIPTION OF ACTIVITY

Students will design their own good luck banners.

DIRECTIONS

The Chinese New Year begins on Yuan Tan, the first day of the full moon. This can occur anywhere from January 21 to February 19 and lasts 14 to 15 days. Discuss that in preparation for the Chinese New Year, good luck signs are printed or written on red paper and hung by windowsills and door frames for luck. Display the good luck signs. Explain what they mean.

Good Fortune
Foo
Fulk



Prosperity
Loo
Luk

Long Life
Hsiao
Sow

Happiness
Hsi
Hay

Red is the featured color of this season. Give each student a piece of red paper cut like a scroll. Make good luck signs. Let the students design their own good luck picture to hang like a scroll. Write in English either on the front or back what their good luck message is. During this season, two is considered the perfect number, so hang the scrolls in pairs around the room.

EVALUATION

Did the student complete the art activity of making the good luck scroll? Was he/she able to tell the teacher what his/her good luck scroll meant?

CAREERS IN THE SUPERMARKET

Skill Area: Creative Writing
Grade Level: 1
Group Size: Class
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

To become aware of and act out roles in a supermarket, pointing out nonsexist positions (i.e. women managers, men check-out people, etc.)

MATERIALS NEEDED

A picture of a supermarket, chart paper and marker

DESCRIPTION OF ACTIVITY

Students discuss, act out, and classify things in a supermarket, paying special attention to the fact that both men and women can share equal jobs at a supermarket.

DIRECTIONS

Direct attention to the picture. Discuss trips to the supermarket. Write the observations and help students classify into the topics Things to Buy and Workers. Choose some of the workers and ask students to act out what these people do, being sure that both boys and girls act out different roles (girl and boy managers, boy and girl cooks, etc.) Encourage them to role play in small groups.

EVALUATION

The students will conclude that both men and women can work in all of the various positions in a supermarket.

EXTENSION

This format can be extended to clothing stores, banks, etc..

"GRANDMAS ARE SPECIAL"

Skill Area: Creative Writing
Grade Level: 1
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

To write a short letter using sentence patterns. To develop appreciation for the elderly.

MATERIALS NEEDED

The book Grandma is Somebody Special by Susan Goldman, Albert Whitman & Co., Chicago, 1976; Handwriting paper

DESCRIPTION OF ACTIVITY

The book Grandma is Somebody Special is used as a springboard to write a special card to send to the students' Grandmas.

DIRECTIONS

Read Grandma is Somebody Special. After reading the story, discuss it with the students. Have them finish the sentence "My Grandma is special because . . . . . .". Give them a piece of paper and have them write or draw an ending to the sentence. Have the students illustrate a card to go with the sentence and then send it to their grandmothers.

EVALUATION

The students will be able to complete the given sentence pattern by either writing or drawing an ending. They will develop an appreciation for the elderly.

READING ACCURACY

Skill Area: Creative Writing
Grade Level: 2
Group Size: 20-25
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

The student will write 4 to 5 sentences using 80% accuracy.

MATERIALS NEEDED

Story of Hansel and Gretel

DESCRIPTION OF ACTIVITY

Read story to students. Gretel wakes up in the woods and finds Hansel gone. What does she do? Girl placed in decision making position.

DIRECTIONS

Write 4 or 5 sentences telling what Gretel will do to take care of herself.

EVALUATION

Teacher evaluates

PROFESSIONS

Skill Area: Creative Writing
Grade Level: 2
Group Size: 20-25
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

The student will write a complete sentence for each word with 80% accuracy.

MATERIALS NEEDED

List of words, pencil and paper

DESCRIPTION OF ACTIVITY

Doctor Teacher Cook Librarian Nurse	Write sentences using women in the jobs listed.

DIRECTIONS

Write a sentence using each of the above words.

EVALUATION

Teacher evaluates.

BECAUSE I AM . . .

Skill Area: Creative Writing
Grade Level: 2
Group Size: 20-25
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

The student will complete 5 to 6 statements in response to the stem, Because I am a (boy) I would not (boys only) or Because I am a (girl) I would not (girls only).

MATERIALS NEEDED

Paper and pencil

DESCRIPTION OF ACTIVITY

Copy from board the stem 'Because I am . . .'. The students will complete 5 or 6 statements to finish the stem on the board.

DIRECTIONS

Write 5 or 6 statements or phrases to make this a complete sentence.

EVALUATION

Teacher evaluates

HANDICAPPED

Skill Area: Creative Writing
Grade Level: 2
Group Size: 20-25
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

The student will write a story of 4 to 5 complete sentences using 80% accuracy.

MATERIALS NEEDED

List of words, pencil and paper

DESCRIPTION OF ACTIVITY

blind
eyes
seeing-eye dog
white cane
walk
listen

DIRECTIONS

Write a story using all of the above words.

EVALUATION

Teacher evaluates.

PEOPLE

Skill Area: Creative Writing
Grade Level: 2
Group Size: 20-25
Time Allotment: 20 min.

OBJECTIVE

The student will write a complete sentence for each word with 80% accuracy telling how the word makes him feel.

MATERIALS NEEDED

List of words, pencil and paper

DESCRIPTION OF ACTIVITY

List of Words

Negro
Slave
Chicano
Indian
Chinese

DIRECTIONS

Write a sentence telling how each of the above words make you feel.

EVALUATION

Teacher evaluates.

REWRITING NURSERY RHYMES

Skill Area: Creative Writing
Grade Level: 2
Group Size: 20-25
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

The student will rewrite nursery rhyme.

MATERIALS NEEDED

Nursery Rhyme

DESCRIPTION OF ACTIVITY

The student will rewrite Little Miss Muffet changing character to a boy. Discuss afterward how changing character's sex affected rhyme. Rhyme can be on board or separate card.

DIRECTIONS

Read this rhyme and change Miss Muffet to Little Lord Muffet.

EVALUATION

Teacher evaluates.

VARIOUS CULTURES

Skill Area: Creative Writing
Grade Level: 2
Group Size: 20-25
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

The student will write a description of 5 sentences using 80% accuracy.

MATERIALS NEEDED

People from various cultures - Black American, Chinese American, Chicano, etc.

DESCRIPTION OF ACTIVITY

The student will choose one of the people and write about how he/she looks.

DIRECTIONS

Look at the 3 people pictured. Choose one of these people and write about the way he looks. When you finish, let a friend read it and see if he can tell you who you wrote about.

EVALUATION

Teacher evaluates.

JOB STEREOTYPING

Skill Area: Creative Writing
Grade Level: 2
Group Size: 20-25
Time Allotment: 25 min.

OBJECTIVE/PURPOSE

The student will write a story of 4 or 5 complete sentences with 80% accuracy.

MATERIALS NEEDED

Pictures depicting people in various non-stereotype job settings.

DESCRIPTION OF ACTIVITY

Student will select a picture and write about that person.

DIRECTIONS

Tell about this person.
Tell what this person likes to do.
Explain why you'd like to know this person.
Draw a picture of this person.

EVALUATION

Teacher evaluates.

MONSTER STORY

Skill Area: Creative Writing
Grade Level: 3
Group Size: Small or large
Time Allotment: 2-3 30 min. periods

OBJECTIVE/PURPOSE

To create a monster and develop a story about an action of that monster.

MATERIALS NEEDED

Paper to draw the monster on, crayons and/or markers to color it with, and paper to write their story.

DESCRIPTION OF ACTIVITY

Teacher could make outlines of several monsters and have students fill in the details. (Ideas: Frankenstein, Dracula, Witch, Mummy, Medusa's Head - a mortal woman who Goddess Minerva changed her hair into poisonous snakes) or children can draw their own monsters.

DIRECTIONS

Read one or two short monster stories to students to motivate interest in monsters. Encourage students to draw a known or an original monster and to color neatly. The number of sessions will vary depending on whether the teacher provides the monster outline or not. Teacher should provide a list of possible monster-related vocabulary words (either on a chart or on blackboard). After the monster is finished, have the children write a story about their monster. The story length should be determined by teacher.

EVALUATION

All stories should be accepted.

CAREER STORIES

Skill Area: Creative Writing
Grade Level: 3
Group Size: Class
Time Allotment: 30-40 min.

OBJECTIVE/PURPOSE

To have each student write a creative story about whatever career he or she would like to choose. To reduce fears or anxieties, tell students you will read stories when sharing them, not disclosing the authors.

MATERIALS NEEDED

Paper, pencil, books available on careers, possibly a story.

DESCRIPTION OF ACTIVITY

Have students write a story about what they want to be or do with their lives concerning a career. Try to obtain and read to them stories about unusual careers not usually thought of for a woman or man, for example, a man being a nurse and a woman being a commercial pilot. Discuss why they might want to choose a certain career. They can read through the books you provide.

DIRECTIONS

I want you to write a paragraph or two about a career you may or may not have chosen at this point in your life. Try to choose a career that you usually think a person of the opposite sex being. What would it be like? How would you feel? How would you be treated? Do you think it would be easier? Would it be more difficult? Why?

EVALUATION

None, really. Just make sure your students realize that most careers are for both men and women. Only a few are limited as to what sex a person is - professional football player, nun, etc.

SEXIST ROLE REVERSAL

Skill Area: Creative Writing
Grade Level: 4
Group Size: Class
Time Allotment: 30-45 min.

OBJECTIVE/PURPOSE

The student shall gain an appreciation and understanding of a role usually not related to their sex.

MATERIALS NEEDED

Paper, pencil

DESCRIPTION OF ACTIVITY

Discussion of professions and jobs done by men and women. Assign task.

DIRECTIONS

Choose a role (job or profession) usually done by someone of the other sex. Write about your experiences in that role.

EVALUATION

Read the stories. The students should have gained an insight into the problems and opportunities of jobs, roles, traditionally associated with the other sex.

WHAT WE LIKE BEST

Skill Area: Creative Writing
Grade Level: 4
Group Size: Class
Time Allotment: 2 45-min. periods

OBJECTIVE/PURPOSE

The student will work in a small group to find and cut out pictures of books, toys and games they like best. Girls will work with girls, the boys will work with boys. They will paste this as a collage. Then they will write a paragraph of at least five sentences telling about the collage. The paragraph must follow this criteria:

1. All sentences in the paragraph should relate to the topic.
2. The first word in each sentence must be capitalized.
3. The correct punctuation must be used at the end of each sentence.
4. The first line of a paragraph should be indented.

MATERIALS NEEDED

See objective

DIRECTIONS

See objective

EVALUATION

Collect and display collages. Discuss differences of choices made. Collect and grade paragraphs following the criteria.

"AMERICAN WORDS COME FROM MANY LANGUAGES"

Skill Area: Voc. Study & Creative Writing
Grade Level: 4
Croup Size: Class or Interest Center
Time Allotment: Teacher determines by interest shown

OBJECTIVE/PURPOSE

To increase awareness of cultural diversity in our language.

MATERIALS NEEDED

A word list and their origins. This could be on a hand out, transparency, flash card or taped; filmstrip: Our Language American Words, Cornet

French

crappie	chowder	bayou	gopher	jambalaya
levee	pumpkin	a la mode	rapids	caribou

Spanish

alfalfa	palomino	corral	mesquite	pinto
hacienda	yucca	cockroach	stampede	bronco
chigger	wrangler	chili	chaps	taco
poncho	tapioca	sombrero	chocolate	bonanza
barbecue	patio			

Dutch

cole slaw	stoop (porch)	cookie	saw buck	waffle
Yankee	Santa Claus	caboose	dope	scow
sleigh	snoop			

DESCRIPTION OF ACTIVITY

Present words, pronounce and discuss. Do this a few at a time.

DIRECTIONS

Show the filmstrip American Words if available. Then study the words by groups for meaning. Short writing assignments can be done in which students are required to correctly use several of the words.

EVALUATION

Collect papers. Correct for proper use and meanings of words as well as capitalization and punctuation. Share some of the better sentences during the next class period.

MOVING

Skill Area: Creative Writing
Grade Level: 4
Group Size: Class
Time Allotment: 2 periods

OBJECTIVE/PURPOSE

The student will identify factors which influence the selection of an area to move to or away from. They will discuss factors which influence the adjustments of migrants to a new home.

MATERIALS NEEDED

Map of the United States, paper and pencil

DESCRIPTION OF ACTIVITY

An exercise and discussion on moving.

DIRECTIONS

Begin by discussing what happens when people move. Also discuss the differences in moving from neighborhood to neighborhood, compared to one part of the state to the other. Be sure to stress reasons why a place is attractive or not attractive as a site of potential migration.

EVALUATION

Discussion. Assign the writing of a short paragraph on "The Part of the Country I'd Like to Live In". Grade for punctuation and capitalization.

WRITING A LEGEND

Skill Area: Creative Writing
Grade Level: 4
Group Size: Class
Time Allotment: One Period

OBJECTIVE/PURPOSE

The student, after hearing a legend read, will write one of their own.

MATERIALS NEEDED

A legend. Could use "How Hummingbird Cured Sickness" found on page 246 of New Directions in English Grade 4, Harper & Row. Or use any other legend you have

DESCRIPTION OF ACTIVITY

A legend is read and discussed

DIRECTIONS

Read the legend and discuss the meaning and use of legends. Have students write their own legend to explain something in nature.

EVALUATION

On the next day, share the legend with the class.

APPRECIATION OF LITERATURE OF VARIOUS CULTURES

Skill Area: Creative Writing
Grade Level: 4
Group Size: Class
Time Allotment: 45-60 min.

OBJECTIVE/PURPOSE

Children shall write a myth or legend about some natural phenomenon after listening to various selections.

MATERIALS NEEDED

Myths and legends from several cultures (Book - The Sun is A Golden Earring by Natalie M. Belting would be one resource), paper, pencil.

DESCRIPTION OF ACTIVITY

Read several stories. Discuss natural things that might be explained in myths or legends. Assign writing.

DIRECTIONS

Choose something of nature to explain about in your story, such as wind, moon, sky, mountains, storms, etc. Write about the causes as it may have been told years ago.

Here are the ways some of our ancestors explained natural phenomenoms:

The Japanese explain earthquakes in a story. They say the earth is resting on the back of a giant fish. When the earth shakes and rumbles, the fish is wiggling it's tail.

Here is a story told by the people of Tanganyika, Africa to explain how the mountains came to be. Long ago, Mother Earth was flat and smooth. One day she stood up to talk with the sky and before she sat down again, she fell asleep. So she didn't smooth out but parts stayed as they were. These are our hills and mountains.

The Navajo people explained why there are stars in the sky with this story. When the Moon did not come out it was very dark. So first man decided to use sparkling mica to hang in the sky. He cut them into shapes with points and called them stars. He planned a map of the sky but he was so busy he didn't notice Mai, the coyote, watching him. Mai jumped and all the mica pieces scattered into the air. The Fire God lit the stones and this is why they shine so brightly even today.

EVALUATION

Check papers. Read and share them in small groups or select some to read to the class. Display them in the room after they are recopied.

PHYSICAL CHARACTERISTICS

Skill Area: Literature-Creative Writing
Grade Level: 4
Group Size: Class
Time Allotment: 2 class sessions

OBJECTIVE/PURPOSE

The student shall read a poem, using the idea to write one of their own.

MATERIALS NEEDED

Poem, Colors by Shel Silverstein, paper, pencil

DESCRIPTION OF ACTIVITY

Read the poem. Discuss implications.

DIRECTIONS

Listen to the poem. Discuss what colors would apply to them. Discuss what color their physical insides would be. Bring out that insides could be feelings. Give some situations and ask them the colors they feel that would describe that feeling. Hand out the worksheet.

[The poem on this page was removed from this document prior to its being submitted to the ERIC Document Reproduction Service.]

Shel Silverstein from
Where the Sidewalk Ends

Inside could mean feelings. Write what colors you would use to describe your different feelings:

Someone calls you a bad name.
You've opened a present and it's just what you wanted.
It's not what you wanted.
You've done really well on a test?
You've fallen down and skinned yourself?
You're home alone and you hear strange sounds?
You've accidentally broken something someone let you use.
Your brother hits you and you get blamed for fighting.

Now, try to use these and other ideas to write your own poem.

EVALUATION

Check papers. Recopy poems.

EXPLORING CULTURAL VALUES

Skill Area: Writing
Grade Level: 5
Group Size: 25-30
Time Allotment: 30-45 min.

OBJECTIVE/PURPOSE

To identify cultural stereotypes. To identify application of one's own values to another culture. To give practice in using correct punctuation and capitalization in paragraph writing.

MATERIALS NEEDED

Cross-Cultural Study Prints, Lyra Srinivasan or any other pictures you choose to use, pencil, paper

DESCRIPTION OF ACTIVITY

Pass out pictures to each student or put on display if not one per student.

Direct each student to write a description of the photograph. No further explanation should be used. Do not answer questions except to repeat the instruction.

When finished, have students exchange papers and photographs. The person who receives the photo and paragraphs then circles with pencil any words or phrases which appear to carry a value-judgement or stereotype.

Why the words were circled and why they were used by the writer can then be discussed in large group.

EVALUATION

Teacher collects papers to check for capitalization and punctuation.

*From: Modified idea from Manual for Multi-Cultural and Ethnic Studies: A Survival Manual for the Innovative Learner, Ferguson, Henry.

WHAT'S IN A FACE?

Skill Area: Creative Writing
Grade Level: 5
Group Size: Class
Time Allotment: 30 minutes

OBJECTIVE/PURPOSE

To write creatively using good sentence structure and proper punctuation and capitalization.

MATERIALS NEEDED

Pictures of several individual faces (from differing ethnic and cultural backgrounds), paper, pencil.

DESCRIPTION OF ACTIVITY

Place the pictures in front of the room. Instruct students to choose one to write at least one paragraph on. Have listed on the chalkboard the following words that they might choose from to use in their paragraphs:

confused	surprised	bored	frightened
disappointed	affectionate	disgusted	happy
nervous	lonely	embarrased	sad
anxious	excited	jealous	delighted
frustrated	angry	self-confident	

DIRECTIONS

Same as Description

EVALUATION

Hand in for teacher evaluation. You may choose to share paragraphs orally, lending to the discovery that people of all backgrounds experience the same feelings.

WHO AM I?

Skill Area: Creative Writing
Grade Level: 5
Group Size: Class
Time Allotment: 30-45 min.

OBJECTIVE/PURPOSE

To help make students aware of varying ethnic and cultural groups in their own classroom. To give students practice in writing creatively with correct mechanics of writing.

MATERIALS NEEDED

Pencil, paper

DESCRIPTION OF ACTIVITY

Direct students to write a short autobiography, leaving out their name. Describe in their story customs and traditions of their family (how holidays are celebrated for example). When completed, teacher may read them aloud to see if students recognize who is being written about.

DIRECTIONS

Same as Description

EVALUATION

Teacher will check for correct punctuation, capitalization, etc.

MAKING JUDGEMENTS

Skill Area: Creative Writing
Grade Level: 5
Group Size: Class
Time Allotment: 30-45 min.

OBJECTIVE/PURPOSE

To give practice in short (essay) story writing. To explore ideas about how we make judgements.

DESCRIPTION OF ACTIVITY

Write a short story.

MATERIALS NEEDED

Paper, pencil, pen

DIRECTIONS

Write a short story about ways you have made a judgement about something and found that you had made the judgement without all the facts. Include the results of your having made a prejudiced choice.

EVALUATION

Teacher evaluates

CAUTION! STEREOTYPES AT WORK

Skill Area: Creative Writing
Grade Level: 5
Group Size: Class
Time Allotment: 2 Class Periods

OBJECTIVE/PURPOSE

Discuss the meaning of stereotypes with students. Years ago, a stereotype was a curved metal mold that printers used to duplicate the same page over and over again. Stereotypes, today, are simply defined as mental pictures people have of other people, or groups. These mental pictures lump people together and deny individual differences.

MATERIALS NEEDED

Individual Differences: An Experience in Human Relations for Children from the UNI Curriculum Lab.

DIRECTIONS

1. Teacher explains to the students that we will do an activity to help us determine whether we have any stereotypes at work.
2. Teacher continues by saying: I will give you some descriptions of people and want you to raise your hand the minute you are getting a picture of the people I am describing and tell me who you see. Listed below are some descriptions the teacher may wish to use:

   a) I see a group of people sitting around a table. The people are having lots of fun, drinking wine, laughing loudly. There is music in the background and the music sounds like an opera. The mother of the family suddenly gets up and yells at her grown son for spilling spaghetti on her table cloth. What group of people am I talking about?

   b) While shopping downtown, one day, a pick-up truck pulled up beside the curb. The man and woman, who got out of the truck were dressed as follows:
   man - coveralls and straw hat, with high top shoes.
   woman - cotton print dress which hung as long as her socks were high. She had her hair up in a bun and I noticed that her hands were very large. There was a dog tied up in the back of the truck. What kind of picture do you have of this couple?

   c) I see some people sitting on a step in front of a brick apartment building. The people are listening to music played by a transistor radio. All of the people are wearing hats and on occasions will get up and pop their fingers while doing a little dance. When a girl passed the group, one member got up and said "hey, what's happening?" Who are these people?

d) Can you give me a description of this person? The person that I have in mind sits quite a bit watching television and eating. The person is not interested in doing anything which requires a lot of energy. This person always appears to be happy. Whenever this person goes out, whether the weather is warm or cold, they wear a coat.

If students are able to identify the groups or the person with whatever impression they might have - proceed with:

1) Do you think you might have some stereotypes?

2) How would your stereotype influence the way you might treat people we talked about?

3) Where did you learn about the stereotypes you have identified?

4) What can you do about your stereotypes?

Instruct students to write a paragraph on some stereotypes they might have. Ask for volunteers to read their stereotype to the class and have the other students guess who they've written about.

EVALUATION

Collect and read for errors.

CONCRETE POETRY

Skill Area: Poetry
Grade Level: 5
Group Size: 21-26
Time Allotment: 15=20 min.

OBJECTIVE/PURPOSE

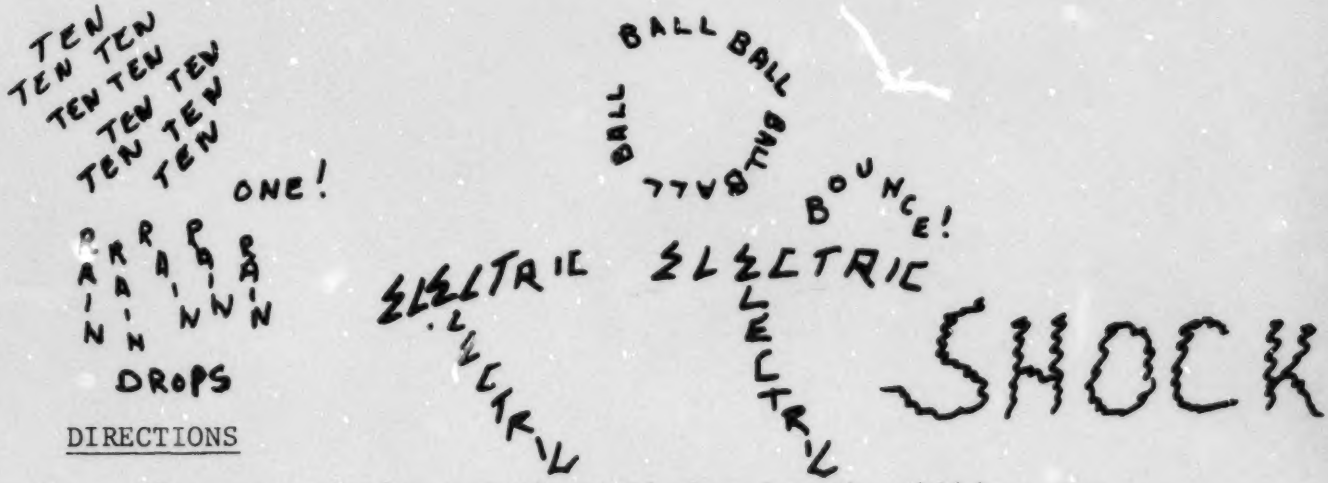
To introduce children to a writing form that uses words in a special way.

MATERIALS NEEDED

4 X 6 cards, pen, pencil

DESCRIPTION OF ACTIVITY

The words are arranged in a shape that expresses the idea of the poem, such as:



DIRECTIONS

Do some examples together and then let the children try some. Their best effort should be written in ink on the 4 X 6 card.

EVALUATION

Collect and display on a "concrete" color (grey) bulletin board.

IT'S ONLY MONEY!

Skill Area: Creativity
Grade Level: 5
Group Size: 21-27
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

To make children aware that different countries use different currencies.

MATERIALS NEEDED

Graph paper, pencil

DESCRIPTION OF ACTIVITY

Given a list of 40 names of world currencies the student will try to make a word find in a 20 x 20 grid pattern using graph paper.

DIRECTIONS

Using a list of foreign money terms, have students make a word find puzzle. Pronounce them together once.

1. Batz	11. Escudo	21. Mark	31. Rupee
2. Centavo	12. Florin	22. Oban	32. Sen
3. Centime	13. Franc	23. Oban	33. Sol
4. Colon	14. Girsh	24. Peca	34. Sou
5. Cordoba	15. Guilder	25. Pence	35. Stiver
6. Dales	16. Guinea	26. Peseta	36. Sucre
7. Dinar	17. Kopek	27. Peso	37. Tael
8. Drachma	18. Krone	28. Quetzal	38. Tical
9. Ducat	19. Lev	29. Rial	39. Yen
10. Duro	20. Lira	30. Ruble	40. Yuan

EVALUATION

Have students exchange papers and find each others money.

EXTRA OOMPH!

Have your motivated students find the countries where the money is used. Let them share their findings with the class.

INTERNATIONAL PEN PAL ORGANIZER

Skill Area: Creative Writing
Grade Level: 6
Group Size: Individual
Time Allotment: Several Periods

OBJECTIVE/PURPOSE

The student will write to students in foreign countries.

MATERIALS NEEDED

Lists of travel information bureaus and departments of education in foreign countries

DESCRIPTION OF ACTIVITY

An opportunity to correspond with students of foreign countries.

DIRECTIONS

After instruction on letter writing, distribute lists of travel bureaus and departments of education in foreign countries for students to obtain addresses and names of students in countries of their choice.

EVALUATION

Students will correspond several times during the school year.

"A TRIP THROUGH THE MIND OF A 6TH GRADER"

Skill Area: Creative Writing
Grade Level: 6
Group Size: Class
Time Allotment: 2 classes of 45 min.

OBJECTIVE/PURPOSE

The student will produce a written composition showing an understanding of the opposite sex.

MATERIALS NEEDED

A motivating bulletin board consisting of a picture of a girl and a boy with a bubble over the heads with a question mark in the center of each.

DESCRIPTION OF ACTIVITY

An activity designed to extend the understanding of the opposite sex.

DIRECTIONS

Create a situation common to the experiences of all in the class, but perhaps made more appropriate for one sex. Ask a boy and a girl to give their reaction and feelings to that situation. Discuss. Then assign each sex to write up the day's activities they believe the opposite sex experiences. On the second day, ask students to share their day's trip. Then discuss.

EVALUATION

Students will experience by sharing some common and some misconceptions of the feelings and life of each other.

GOOD WILL AMBASSADORS

Skill Area: Creative Writing
Grade Level: 6
Group Size: Small Groups
Time Allotment: Ongoing

OBJECTIVE/PURPOSE

Students will learn about children in other less priviledged areas of the world.

MATERIALS NEEDED

Boxes for packing materials, materials to be donated based on need, lists of international aid for children organizations

DESCRIPTION OF ACTIVITY

Sharing and learning about children of deprived areas of the United States and the world.

DIRECTIONS

From current events discussions, build an awareness of those children less well off in the United States and the world. Students will correspond with the necessary agencies to obtain names of areas or countries needing good will boxes. Students will then pack and mail good will boxes (including letters) to those needy students. Each box may have a theme such as: health necessitites, holiday customs, local environment artifacts, used book exchange, etc.

EVALUATION

Students will successfully contact and correspond with those identified.

IT'S MEANT FOR YOU, GIRLS (BOYS)

Skill Area: Creative Writing
Grade Level: 6
Group Size: Class/ Center
Time Allotment: 5 class days

OBJECTIVE/PURPOSE

Students will identify racial and sex bias in advertising.

MATERIALS NEEDED

Current newspapers and magazines. Have audio-video center video tape a series of television commercials that occurred on one complete day (a.m. - p.m.) for an overall view of associating commercials with an audience watching at that time period.

DESCRIPTION OF ACTIVITY

Investigation of the media role in promoting racial and sex bias in advertising.

DIRECTIONS

Direct students awareness of racial and sexual bias in advertising by showing them a series of current magazine ads and television commercials. Conduct a discussion of those they can, from memory, recall. Have them venture a guess as far as the percentage of biased direct advertisements.

Have them collect ads from their own current popular magazines and watch a night's viewing on one station, carefully keeping touch of each commercial, its intended audience and their immediate reaction. Share orally, or in written form, to the class. Extend the assignment by having the student attempt a rewrite of the ad or commercial; aiming for equal impact without the exploitation of race or sex.

EVALUATION

Students will become adept at picking up biased advertising and continue to alert the class when recognized.

CREATIVE WRITING

Skill Area: Creative Writing
Grade Level: 6
Group Size: Small or large
Time Allotment: 30-60 min.

OBJECTIVE/PURPOSE

After participating in creating a secret language and trying to decipher another's language, each group member will compare his/her feelings and thoughts about working with something unknown with that of someone coming into a new culture.

MATERIALS NEEDED

Pencil, paper

DESCRIPTION OF ACTIVITY

In small groups, the students will develop a secret language complete with a language key. The groups then exchange messages in the secret language and attempt to figure out the messages.

DIRECTIONS

After placement in small groups the students in each group develop a secret language for their own group. Upon completion of messages and a key, the groups exchange messages and attempt to figure out the messages. A variation of this would be to also develop a spoken language. After the groups think they've solved the messages, they should reveal, in a class situation, what they think the messages are. The group responsible for creating that particular message will confirm whether or not the other group has correctly deciphered the message. A discussion can follow and should include this experience comparing to someone coming into a new culture.

EVALUATION

Student participation.

HALL OF FAME

Skill Area: Creative Writing
Grade Level: 6
Group Size: Small or large
Time Allotment: 3-5 days or more

OBJECTIVE/PURPOSE

After choosing a famous person and researching his/her life, each student will write a formal biography paper complete with references, bibliography, rough and final copies.

MATERIALS NEEDED

Paper, pencils, reference material, ink pen

DESCRIPTION OF ACTIVITY

After choosing a famous person, the students will gather data about the person's life and write a paper based on that data and comparing that person's life with their own.

DIRECTIONS

Each student chooses a famous person. Encourage choices other than the most common choices. The students will then research that person's life. Information gathered should include the following: (1) dates person lived, (2) places of residence, (3) description of his/her home and parents, (4) something about his/her childhood, (5) comparison of life then and now (school life, clothing, hobbies and recreation, entertainment, family life, etc.), (6) important incident(s) that led to this person becoming famous, (7) something sad or unpleasant from the person's life that may have helped "build" this person's character, and (8) at least three qualities possessed by this person that they would like to have and why.

After compiling the information and completing an outline, the students will then write their famous person's biography. References should be noted in the correct way and a bibliography should be included. The rough copy should be proofread for spelling, grammar, capitalization and punctuation. The final copy (in ink) should be evaluated on the basis of form, content and mechanics.

EVALUATION

Teacher evaluates.

SHARE-A-SHOE OR FOOTPRINTS

Skill Area: Creative Writing
Grade Level: 6
Group Size: Individual, small or Large
Time Allotment: 25-45 min.

OBJECTIVE/PURPOSE

The students will choose a person, celebrity or not, whom they admire and with whom they'd imagine they would "share a shoe".

MATERIALS NEEDED

Paper, pencil, "Share-a-Shoe" outline or student's own traced footprint, pen.

DESCRIPTION OF ACTIVITY

The students choose a person, famous or not, with whom they'd like to "share a shoe". After writing notes about the person and why the students would want to "share a shoe," the students write a short story about the inhabitants of the shoe.

DIRECTIONS

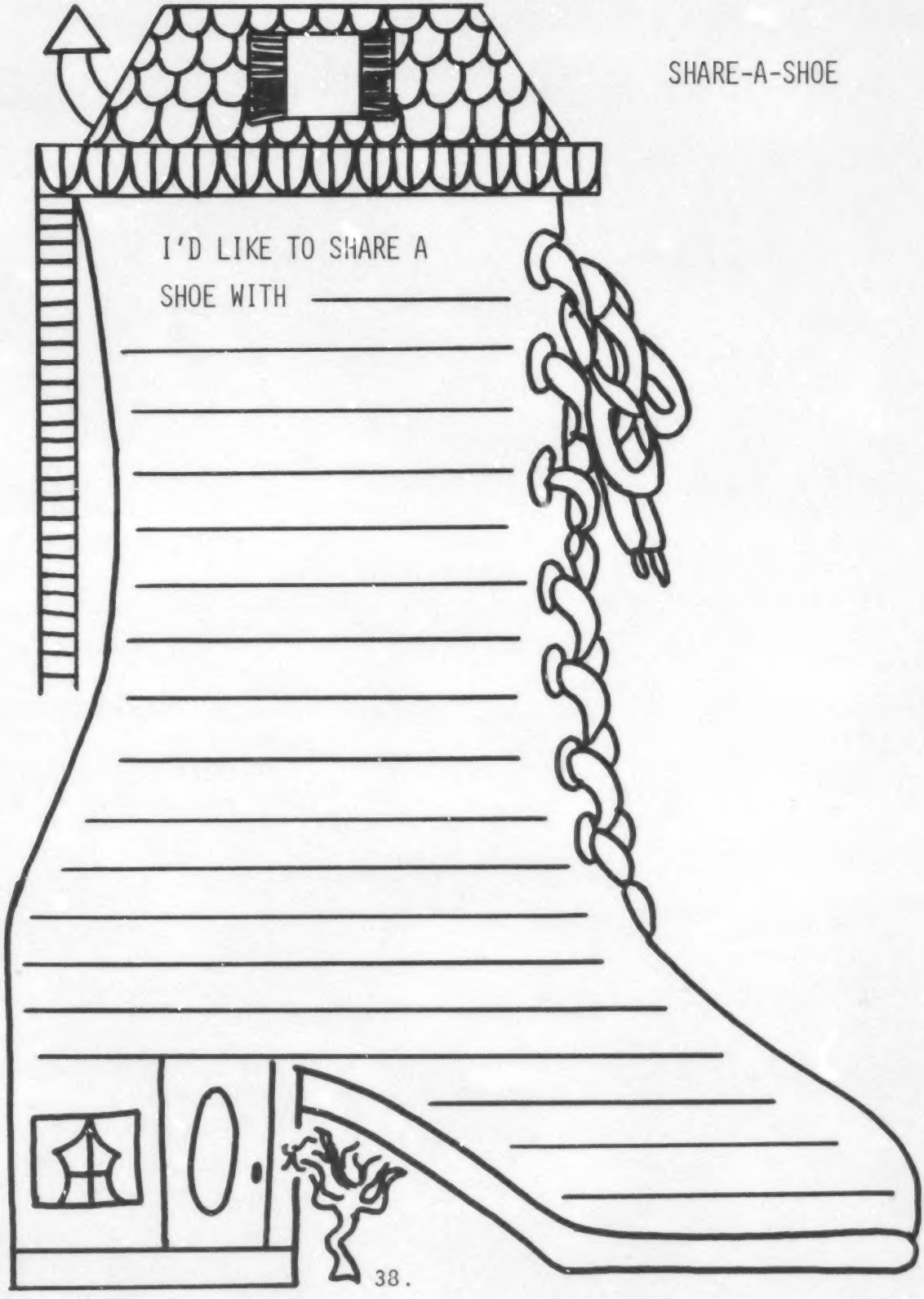
Have the students think of someone (celebrities, friends, family, etc.) with whom they'd like to "share a shoe". The students then write down the reasons they would pick this person and all the facts about this person that they can think of. Then they can use the "Share-a-Shoe" form provided to write their story about the person and why the person was chosen. The short story could also be expanded into a longer story on regulation theme paper. The final copy should be in ink.

A variation of this would be to use a traced outline of the student's shoe. The story would then be placed inside the outline of the student's shoe.

EVALUATION

Evaluation can be made on mechanics, spelling, etc. in the final copy.

SHARE-A-SHOE



38.

PEN PAL PROJECTS

Skill Area: Creative Writing
Grade Level: 6
Group Size: Individual, small or Large
Time Allotment: 30 min. for 1st letter

OBJECTIVE/PURPOSE

By participating in this pen pal project, the students will have an excellent opportunity to use their best penmanship skills and also their knowledge of writing mechanics to share information about themselves with others and, in return, gain information about others.

MATERIALS NEEDED

Paper, pencil, pen, envelopes and stamps, list of sources and names from sources (if already sent for)

DESCRIPTION OF ACTIVITY

After deciding the source of the pen pals (foreign or inside the U.S.) and writing an agency to secure a list of prospective pen pals, the students will choose a pen pal and begin writing letters to him/her. The letters should be clearly understandable, showing good letter form, writing mechanics and very legible handwriting.

DIRECTIONS

The teacher and/or the class can decide from which source they wish to receive their names. This can be done a few weeks before the teacher wishes to conduct the lesson. In this way the names would be there when they are needed. On the day the students write their first letters, post the following courtesy rules:

1. Answer promptly. You'll be most enthusiastic about writing the day you receive a letter from you pen pal.
2. Write legibly. Remember that your pen pal will be unfamiliar with your handwriting.
3. Tell about yourself. Tell your pen pal about your family, home, friends, school, hobbies, pets, favorite sport, favorite books, etc. Be sincere about what you write and try not to brag.
4. Don't use slang. Foreign pen pals might not be familiar with our slang. Remember that children from other countries usually write in a more formal way than we do.
5. Avoid controversial subjects. Try not to write anything that would make your pen pal embarrased or feel uncomfortable.

6. Learn when your pen pal's birthday is. Be sure to send him/her a birthday card.

7. Suggest exchanging things. Suggest exchanging pictures, stamps, cassette recordings, etc.

If enough students receive replies at about the same time, another class time could be set aside to continue the correspondence. If replies are scattered, have the students continue replies on their own.

Sources of Pen Pals

1. Local Red Cross - inquire about their "school-to-school" program.

2. The Parker Pen Co.
   Educational Service
   Janesville, WI 53545
   — No charge; grades 4-10
   Names, addresses of teachers of similar classes are exchanged.

3. English Speaking Union
   Pen Friends
   16 East 69th, N. Y., N.Y. 10021
   — No charge; ages 10-17
   Enclose a self-addressed stamped envelope with each request.

4. World Pen Pals
   World Affairs Center
   University of Minnesota
   Minneapolis, MN 55455
   — 35¢ apiece
   ages 12-20

EVALUATION

If the teacher wishes, evaluation can be made on the basis of proper letter form, spelling, punctuation, capitalization and grammar in the letters before they are sent. (Be sure not to mark up any letters that are to then be mailed).